



# EXAMINATIONS COUNCIL OF ESWATINI

**CONFIDENTIAL**  
**November 2020**

**JUNIOR CERTIFICATE EXAMINATION**

**DEVELOPMENT STUDIES**

**MARK SCHEME**

**MAXIMUM MARK 100**

**SECTION A**

1. C
2. B
3. D
4. B
5. A
6. B
7. C
8. C
9. D
- 10.A
- 11.A
- 12.C
- 13.C
- 14.A
- 15.B
- 16.A
- 17.A
- 18.D
- 19.B
- 20.C

**SECTION B**

- 1 (a) Angola [2]  
 (b) People who inhabit the same country. [2]  
 (c)  $21 - 8 = 13$  per 1000 [2]

**1 mark for calculation and 1 mark for answer**

- (d) Improved health care  
 Improved water supply  
 Improved diet  
 Improved housing  
 Political stability etc. [4]

**4 at 1 mark each**

**[Total: 10 marks]**

- 2 (a) Currently working for pay [1]  
 (b) employed is 213.6 degrees  
 Unemployed is 12.5 degrees  
 Out of labour force is 133.8 degrees [3]

- (c) Increase the supply of skilled labour  
 Address macro-economic constraints  
 Strengthen labour market institutions  
 Expand the country's share of global goods and services  
 Increase role in regional development  
 Promote employment in labour absorbing industries  
 Promote small businesses  
 Promote innovation  
 Increase agricultural input

[6]

**Any 3 at 2 marks each**

## SECTION C

### 1 Traditional Swazi rural homes

- Two or more houses
- Built by unskilled people
- Building material is cheap
- Building material is obtained from the local environment
- **Example of building materials:** grass, special timber (tingodvo), slim branches

#### Urban homes

- One house with many rooms
- Built by skilled / qualified people
- Building material is obtained from shops and most is imported

**Example of building materials:** bricks, corrugated iron or roofing tiles, timber etc.

### 2 Swazi Nation Land

- Communal land ownership/ owned by the King on behalf of the Swazi Nation
- People are engaged in subsistence farming / agriculture

**Example:** land in rural areas

#### Title Deed Land

- Land is private owned
- People are engaged in commercial farming

**Example:** privately owned farms, homes built on privately owned land

### 3 Human resources

- People who are trained and skilled to do the job
- Refers to talents, skills and work of humans
- People and abilities these people have
- People must be educated, healthy and hard working for development to take place

**Example:** engineers, teachers etc.

### **Natural resources**

- Things that people use that are part of the organic world
- Things that have been provided by nature
- Need to be pure and not finished for development to take place

**Example:** wood, water air, water, land, minerals, plants, sunshine

### **4 Commercial services**

- Service and non-manufacturing activities conducted
- Services connected with the last or final stage of production of goods
- Concerned with the movement of goods from the stores/ retail outlet
- Responsible for the storage of goods until the goods are wanted by the consumers.

**Example:** Wholesalers, transport, banking, insurance, warehousing, communication, retailers

### **Direct services**

- Concerned with satisfying non-material needs or wants
- Services are of a direct and personal nature

**Example:** Civil servants (may list them), drivers, agriculturalists, footballers etc.

### **5 Internal order**

- Upholding national law and maintenance of peace, law and order within a country
- Example:** Covid-19 which was declared as a state of emergency.

### **External order**

- Security against aggression by foreign countries

**Example:** invasion of a country by another country

### **6 Communicable diseases**

- Infectious disease which is transmissible from person to person by direct contact with an affected individual's discharges
- Diseases caused by the transmission of a germ from an infected person to another person

**Example:** cholera, tuberculosis, measles, HIV/AIDS, etc.

**Non-communicable diseases**

- Disease that is not transmissible directly from one person to another

**Example:** cancer, diabetes, chronic kidney disease, heart disease, etc.

## SECTION D

### 1 Explain the problems of development planning in Africa. You should support the points you make.

Explains past and present experiences on challenges faced by African countries in the area of development planning since the early stages of independence.

e.g. In the 1960s development planning was characterised by centralised planning with 3-5 years planning phases. These plans promoted state engineered economies with resources allowed by governments. These had the following limited success due to the following reasons:

- (i) Deficiencies in the plan documents, failure to implement them, ambitious formulation of targets, institutional and bureaucratic weaknesses, exogenous shocks and political factors.
- (ii) From the 1980s to the 1990s there was a wholesale abandonment of planning under neoliberal Structural Adjustment Programmes (SAPs). SAPs aimed to reduce the role of the state in production and service delivery and placed emphases on macro-economic stability, downsizing of public sector institutions, privatization and budget deficit. Downsizing of public sector institutions and massive privatisation in turn led to net job losses; the budget restrictions compromised social services delivery and human development, SAPs failed to yield the envisaged growth outcomes as the annual economic growth for Africa over the 1990s.
- (iii) In the early 2000s SAPs was replaced by Poverty Reduction Strategies which aimed at reversing the negative effects of a decade of SAPs on welfare and social conditions. PRSPs placed strong emphasis on poverty reduction as a condition for debt relief.
- (iv) PRSPs lacked credibility because they were externally driven process in nature. PRSPs tended to place emphasis on the social sector at the expense of the productive sector thereby raising questions about sustainability of PRSPs agenda.
- (v) Currently many African countries have adopted long term development visions and planning frameworks with far more ambitious growth and social development objectives. The plans employ a mixture of approaches and appreciate the critical role of both the public and private sector in the development process.
- (vi) Long term development visions include ensuring credible consultation process, prioritizing funding in line with development aspirations, coordinating effective monitoring and evaluation systems that feed back into the policy making process. In short, more work is required to improve the planning frameworks in

Africa in order to translate development aspirations and priorities into concrete results.

- (vii) African countries are faced with the challenges of data. The effectiveness of national planning hinges on the quality and availability of data. Data informs the setting of priorities and facilitates the tracking of performance.
- (viii) Another challenge is the aspect of coordination. Coordination between ministries of finance and ministries or entities in charge of development planning, among others, is likely to better link the planning cycles to those of the budget, therefore ensuring an effective implementation of the national development plan.

**Any 3 points explained at 5 marks each  
[Total: 15 Marks]**

**2 Explain the basic human rights. You should support the points you make.**

**(i) The right to equality**

This right states that everyone is equal and must be treated equally and must be treated equally. No one has a right to discriminate against any other person based on gender, race, sex, marital status, ethnic or social origin, colour, social orientation, age, disability, religion, belief, culture or birth among others.

**(ii) Human dignity**

Everyone has inherent dignity and the right to have their dignity respected.

**(iii) Life**

Everyone has right to life, and nobody, not even the state, has the right to take a life. This means that no person can be sentenced to death by the courts.

**(iv) Freedom of Association**

Everyone has a right to associate with anyone he chooses to associate with. This means that people are free to associate with a trade union, a political party, or any other club or association, including religious denominations and organisations fraternities and sport clubs.

**(v) Freedom and security**

This means that no one can be put in prison without good reason, be detained without trial; be tortured in any way or treated or punished in a cruel inhuman or degrading way. Put differently, all humans have a right to be free from all forms of violence from either public or private sources. Any arrested person has a

right to a lawyer and cannot be forced to speak or make a confession. Prisoners must be kept in proper living conditions and may have visits from family members.

**(vi) Personal privacy**

No one, not even the government has the right to search your house or property or have possessions seized without following the correct legal channels. The government cannot infringe on the privacy of your communications – this include opening your mails or listening to your phone calls.

**(vii) Freedom of expression**

Everyone has a right to say, write or print what they want, but this right must never violet anyone’s right or break the law in anyway.

**(viii) Political rights**

Every citizen is free to form a political party, to participate in the activities of, or recruit members for a political party and to campaign for a political party. Every citizen has a right to free, fair and regular elections for any legislative body established in terms of the constitution and every adult citizen has the right to vote in elections for any political party, and to do so in secret. Every citizen can stand for public office and, if elected, to hold office.

**(ix) Education**

Everyone has the right to basic Education, including adult basic education and further education.

**(x) Healthcare, food, water and services**

Everyone has a right to have access to health care services, including reproductive health care; sufficient food and water; and social security, including, if they are unable to support themselves and their dependents, appropriate social assistance.

**Any 3 explained points at 5 marks each**

**[Total: 15 Marks]**

**3 Explain the ways to limit climate change. You should support the points you make.**

**(i) Education**

Educate other people about the dangers of climate change and how to act against it. This means that you should do all you can to cut down on energy usage in your household. Things to do include among other turning off lights, and unplugging devices that you are not using anymore when you are done with them. Replace light bulbs with energy –efficient light bulbs to help save electricity too.

**(ii) Make commute Green**

There are always other options that you can utilize to make your commute to work eco- friendly. Taking public transportation to work is a great way to cut out emissions. Riding a bike to work is also incredibly helpful to the environment and is a great method to get exercise.

**(iii) Encourage the use of renewable energy**

By informing others about how renewable energy is better than utilising fossil fuels, you will sway others into investing in the idea.

**(iv) Get active and vote**

Help those who will fight against it get into office. This means voting for legislation and politicians that aid against the detrimental effects of climate change. Voting the right people into office will help pass legislation that allow us to reduce the corporations that are mainly to blame for climate change.

**(v) Recycle**

Manufacturing plants emit a large number of greenhouse gasses per year. It is unavoidable in the production of goods that we use on a regular basis. However, a cleaner alternative would be to invest in recycling. Recycling is a cost –effective and eco- friendly process that eliminates waste and does not emit greenhouse gasses into the environment. Be sure to collect your discarded paper, glass, plastic and electronics to a local recycle centre. These items will be remade into other recyclable materials again.

**Any 3 explained points at 5 marks each**

**[Total: 15 Marks]**